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ABSTRACT

In 1980 and 1982, surveys were conducted at Pensacola Junior College (PJC) to gauge the perceptions of full-time, academic transfer faculty with respect to actual and preferred program emphases, and to determine their level of job satisfaction. Responses from 56% of the instructors surveyed in 1980 (N=81) and 55% in 1982 (N=74) revealed that over 68% of the respondents were male, almost all were over 30, and over 98% held a master's or doctoral degree. While faculty felt that the greatest program emphasis was on financial aid to the academically disadvantaged in 1980 and to the academically talented in 1982, in both years they felt that the greatest emphasis should be placed on insuring academic standards. In 1980, the greatest differences between actual and preferred emphases were in the areas of programs for the academically talented, entrance requirements, and opportunities for faculty research; whereas in 1982, differences were apparent with respect to study skills and habits and gap between current and preferred emphasis on faculty research had increased. In both surveys, faculty expressed the highest level of satisfaction with the kind of work they did, their degree of job security, and amount of responsibility, and the lowest degree of satisfaction with their salary, institutional policies and practices, and opportunities for advancement. In 1982, the strengths of PJC were seen as its open admissions policy and program variety, while administrative communication was seen as an area needing attention. (DAB)

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FACULTY PERCEPTIONS OF INSTITUTIONAL QUALITY AND VITALITY

by

June K. Ramsey

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Presented at the Florida Association of Community Colleges Annual Convention Jacksonville, Florida, November 19, 1982

JC 830 199

Quality and vitality are rather nebulous terms, but, however we define them...they give us positive feelings. Ebben and Maher (1979) have suggested that a college with vitality is one that:

1) Possesses a clearly defined shared and accepted mission
2) Has attainable goals and programs which enable fulfillment of the mission and
3) Sustains a climate which empowers individuals to be participants in the fulfillment of the mission and to have the sense of being involved in a creative, productive and energizing worklife.

Maher (1981) later focused on the quality of institutional life as the ability of the organization to:

1) Provide its members with the proper level of security and respect
2) Introduce on a continuous basis, a complementary level of challenge and stimulation to call forth creativity, and
3) Recognize those who have made significant contributions in its behalf.

The 80's quite obviously will focus on economics. However, I would submit that no matter what we find in the ledgers of an institution, it will not be a very healthy organization without a good dose of quality and vitality among its programs and personnel.

The faculty of an institution is one of its most necessary and important resources. It is the faculty that reflects and transmits the goals of the institution. It is also largely responsible for the quality and vitality of the college. The subtle and effective management of this resource should be a top priority in any college. As we see the job market tighten, growth stabilize and possibly

even decline, the effective management of this resource will be an ever greater challenge. I think it is imperative that we keep in touch with faculty perceptions of where we are and where we want to be.

It was with this in mind that I constructed a faculty survey of institutional goals and job satisfaction. The survey was utilized in 1980 in a study involving six colleges in Florida and Alabama. I reported the results of that survey at the FACC convention last year. This year I am here to tell you how we are utilizing the survey at Pensacola Junior College.

In 1980, when we extracted our data and compared them with those of the other five colleges, there were some areas in which we didn't compare too favorably. Last Spring we repeated the survey. We thought there might be some changes in faculty perceptions. There had been some policy changes. We were in better financial condition, and we had a new president, who, by the way, has given full support to this assessment. The 1982 survey was identical to the 1980 one except that two open-ended questions were added. In 1982 we added: "What do you perceive as the strengths of the institution?" and "What areas need further attention?". The survey has given us a profile of faculty perceptions but these last two questions have provided us with a wealth of information.

The 1980 study involved only those full-time faculty who were teaching primarily in the academic transfer

program. Though we surveyed the entire faculty in 1982, the data I'm reporting to you refer only to the faculty with full time teaching responsibilities in the transfer program of the college. This gives us a basis for comparing the 1980 and 1982 data.

The1980 survey had a response rate of 56% while the 1982 survey had a rate of 55%. About two thirds of the respondents were male, almost all were over 30, and almost one third were over 50. A comparison of the demographics indicates only minor changes in the respondents. The percentage of female respondents grew in 1982, as did the percentage of faculty with more than 10 years at the college. We also had a larger percentage of respondents with doctorates in 1982. These changes probably reflect a trend for the 80's.

Transparency #1

AGE, SEX, TEACHING EXPERIENCE, AND TEACHING AREA OF THE RESPONDENTS

ITEM	1980% N=81	1982% N=74
AGE		
UNDER 30	2.5	2.7
30-50	67.9	66.2
OVER 50	29.6	29.7
SEX		
FEMALE	24.7	29.7
MALE	74.1	68.9
YEARS AT PJC		
FEWER THAN FIVE	13.6	10.8
FIVE TO TEN	27.2	20.3
MORE THAN TEN	59.3	67.6
HIGHEST DEGREE		
BACHELORS	1.2	1.4
MASTERS	56.8	51.4
DOCTORATE	42.0	45.9

The first portion of the questionnaire involved a list of program goals. These items were more specific than those found on most institutional goals inventories. Faculty were asked to indicate the present emphasis they felt was being placed on each item and then to indicate the emphasis they would prefer to see placed on the item. Responses ranged from a score of 5 for great emphasis to a score of 1 for no emphasis at all.

Transparency #2

THE QUESTIONNAIRE

THE FOLLOWING LIST CONTAINS ITEMS WHICH MAY OR MAY NOT BE EMPHASIZED IN THE COLLEGE TRANSFER PROGRAM AT YOUR INSTITUTION. INDICATE THE PRESENT LEVEL OF EMPHASIS PLACED ON EACH ITEM AND THEN INDICATE THE EMPHASIS YOU WOULD PREFER TO SEE PLACED ON THE ITEM. USE THE FOLLOWING KEY WHEN CIRCLING YOUR RESPONSE.

5. GREAT EMPHASIS
4. MODERATE EMPHASIS
3. SLIGHT EMPHASIS
2. HARDLY ANY EMPHASIS
1. NO EMPHASIS AT ALL

8. STUDENT ENTRANCE REQUIREMENTS.
9. TESTING OF STUDENTS (PLACEMENT).
10. PLACEMENT OF STUDENTS AFTER TESTING.
11. REMEDIAL WORK IN BASIC SKILLS.
12. REMEDIAL WORK IN SUBJECT MATTER.
13. SPECIAL PROGRAMS FOR THE ACADEMICALLY TALENTED STUDENT.
14. STUDY SKILLS AND HABITS.
15. ACADEMIC AND CAREER ADVISING.
16. PERSONAL COUNSELING AND PROBLEM SOLVING.
17. SOCIAL AND EMOTIONAL DEVELOPMENT OF STUDENTS.
18. RETENTION OF THE ACADEMICALLY TALENTED STUDENT.
19. RETENTION OF THE ACADEMICALLY DISADVANTAGED STUDENT.
20. INSURING STANDARDS OF COLLEGE LEVEL WORK.
21. FINANCIAL AID TO ACADEMICALLY ADVANTAGED STUDENT.
22. FINANCIAL AID TO ACADEMICALLY DISADVANTAGED STUDENTS.
23. STUDENT INVOLVEMENT IN CURRICULUM DEVELOPMENT.
24. FACULTY INVOLVEMENT IN CURRICULUM DEVELOPMENT.
25. OPPORTUNITY FOR FACULTY RESEARCH.

Numerical means were calculated for each item. You may note from the transparency (#3) that faculty perceived the greatest emphasis as being placed on financial aid to the students; the academically disadvantaged in 1980 and the academically talented in 1982. They indicated a desire for the greatest emphasis to be placed on item #20, insuring academic standards. This item had the highest mean in both years and was also the item with the highest mean in the other five colleges surveyed in 1980.

Transparency #3

MEAN SCORES OF INSTITUTIONAL GOALS

Item	Present		Desired	
	1980	1982	1980	1982
8. Entrance requirements.	1.83	2.04	3.74	3.90
9. Testing of students.	2.76	2.84	4.31	4.45
10. Placement of students.	2.82	2.58	4.44	4.51
11. Remedial basic skills.	3.32	3.11	4.48	4.55
12. Remedial subject matter.	3.05	2.65*	4.32	4.20
13. Prog. acad. talented.	2.18	2.79*	4.35	4.38
14. Study skills/habits.	2.40	2.21	4.34	4.40
15. Academic/career advising.	3.40	3.00*	4.43	4.44
16. Personal counseling/prob. solving.	2.90	2.55	4.07	3.73*
17. Social/emotional development.	2.49	2.47	3.71	3.55
18. Retention acad. talented.	2.98	2.73	4.56	4.54
19. Retention acad. disadvantaged.	3.49	3.29	3.68	3.42
20. Insuring standards.	2.65	2.54	4.65	4.72
21. Finan. aid acad. advantaged.	3.13	3.60*	4.37	4.38
22. Finan. aid acad. disadvantaged.	3.97	3.37*	3.55	3.04
23. Student involv. curric. devel.	2.16	1.92	2.81	2.39*
24. Faculty involv. curric. devel.	3.30	3.13	4.59	4.41*
25. Opport. faculty research.	2.14	1.87	3.96	3.96

*Note: Significant at .05 level.

When the means were plotted on a graph, we could see where the greatest differencesin "present" and "desired" were located. In 1980 (transparency #4) there was a large difference on item #13, programs for the academically talented. There was also a fairly long gap on item #8, entrance requirements, and item #25, opportunities for faculty research.

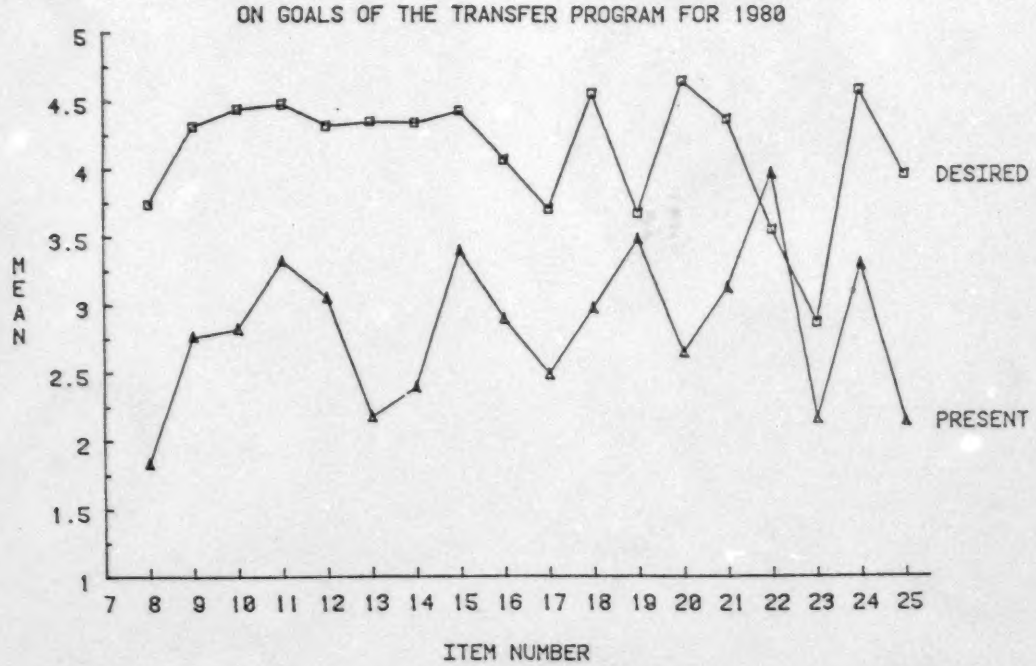
The 1982 graph (transparency #5) differs somewhat. Now we see a large gap on item #14, study skills and habits. The difference on #25, opportunities for research has also increased.

If the two graphs are superimposed, we can see that the concern for the academically talented as been addressed somewhat. Both items #13, special programs, and #21, financial aid, are receiving greater emphasis in 1982. In fact, our college has instituted an academic honors program since the 1980 survey. Our faculty see us putting less emphasis now than in 1980 on items #12, remediation in subject matter, #15, academic advising, and #22, financial aid to the academically disadvantaged student.

It may also be noted that in the 1982 survey the faculty expressed a desire for less emphasis on #16, personal counseling, and #23, student involvement in curriculum development.

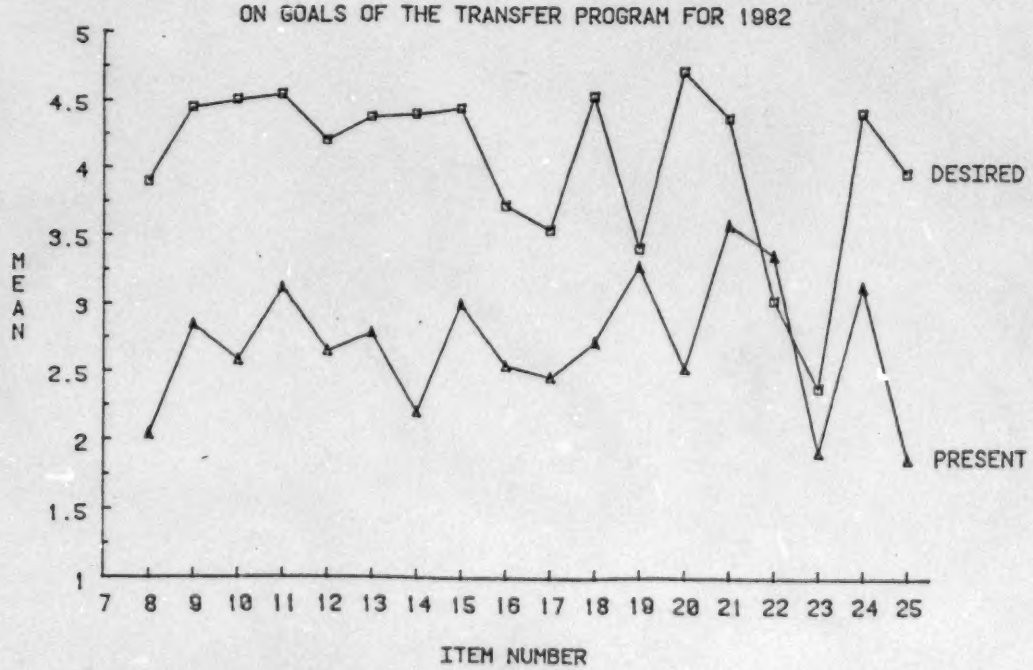
Transparency #4

COMPARISON OF PRESENT AND DESIRED EMPHASIS MEANS
ON GOALS OF THE TRANSFER PROGRAM FOR 1980



Transparency #5

COMPARISON OF PRESENT AND DESIRED EMPHASIS MEANS
ON GOALS OF THE TRANSFER PROGRAM FOR 1982



The second portion of the questionnaire involved 15 items dealing with job satisfaction. Respondents were asked to indicate their level of satisfaction with each item. Responses ranged from 7 for "very satisfied" to 1 for "very dissatisfied".

Transparency #6

THE QUESTIONNAIRE

CIRCLE THE NUMBER THAT CORRESPONDS TO YOUR LEVEL OF SATISFACTION WITH EACH ASPECT OF YOUR PRESENT TEACHING POSITION. USE THE FOLLOWING KEY WHEN CIRCLING YOUR RESPONSE.

7. VERY SATISFIED
6. QUITE SATISFIED
5. SOMEWHAT SATISFIED
4. NEITHER SATISFIED NOR DISSATISFIED
3. SOMEWHAT DISSATISFIED
2. QUITE DISSATISFIED
1. VERY DISSATISFIED

26. SENSE OF ACHIEVEMENT.

27. AMOUNT OF RESPONSIBILITY YOU HAVE.

28. KIND OF WORK.

29. AMOUNT OF RECOGNITION YOU RECEIVE.

30. OPPORTUNITY FOR ADVANCEMENT.

31. TECHNICAL ABILITY OF THE ADMINISTRATOR TO WHOM YOU REPORT.

32. INTERPERSONAL SKILL OF THE ADMINISTRATOR TO WHOM YOU REPORT.

33. INSTITUTIONAL POLICIES AND PRACTICES.

34. WORK CONDITIONS.

35. SALARY.

36. DEGREE OF JOB SECURITY.

37. OPPORTUNITY TO GROW AND DEVELOP IN YOUR JOB.

38. AMOUNT OF STATUS/PRESTIGE YOU RECEIVE FROM YOUR JOB.

39. AMOUNT OF AUTONOMY IN YOUR POSITION.

40. GENERAL SATISFACTION WITH YOUR PRESENT JOB.

.....

41. WHAT DO YOU PERCEIVE AS THE GREATEST STRENGTHS OF THE INSTITUTION?

42. WHAT AREAS NEED FURTHER ATTENTION?

Numerical means were also calculated for these items. The highest level of satisfaction was found on item #28, the kind of work you do, followed by #36, security, and #27, amount of responsibility. Lowest means were found on #35, salary, #33, institutional policies and practices, and #30, opportunities for advancement.

All of the 1982 means were a little lower except #33, policies and practices, and #35, salary. The differences were not statistically significant.

Transparency #7

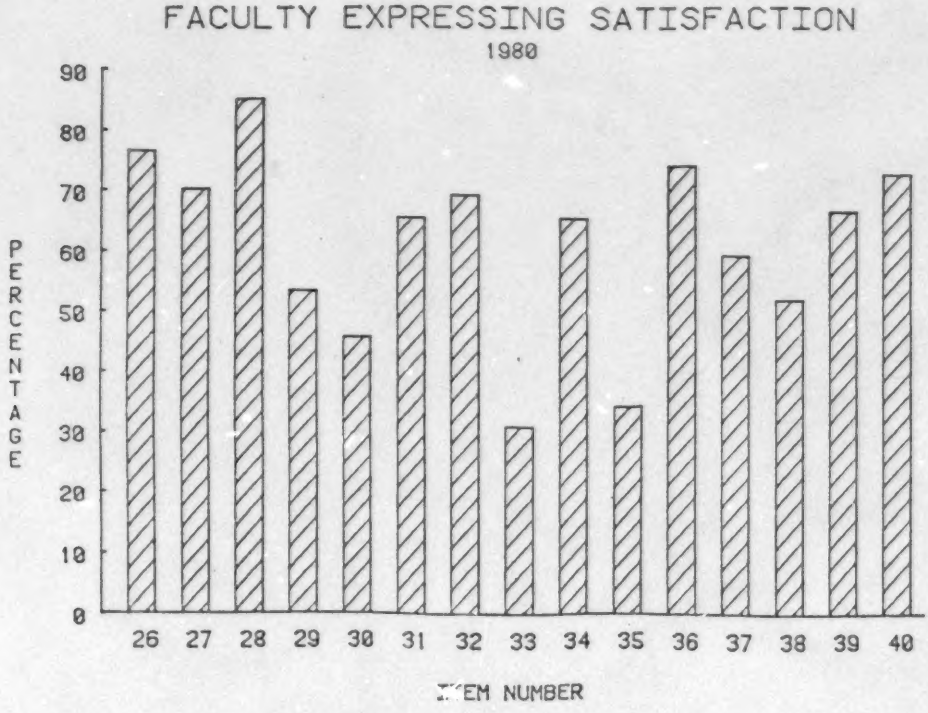
MEAN SATISFACTION SCORES

Item		1980	1982
26.	Sense of achievement.	5.07	4.96
27.	Amount of responsibility.	5.18	5.01
28.	Kind of work you do.	5.58	5.66
29.	Recognition you receive.	4.41	4.00
30.	Opportunity for advancement.	4.04	3.71
31.	Technical ability of admin.	4.80	4.50
32.	Interpersonal skills of admin.	4.97	4.57
33.	Institutional policies/pract.	3.45	3.51
34.	Work conditions.	4.50	4.18
35.	Salary.	3.45	3.78
36.	Degree of job security.	5.19	5.18
37.	Opport. growth/development.	4.48	4.16
38.	Status/prestige you receive.	4.34	4.06
39.	Autonomy in your position.	4.97	4.58
40.	General satis. with job.	5.03	4.85

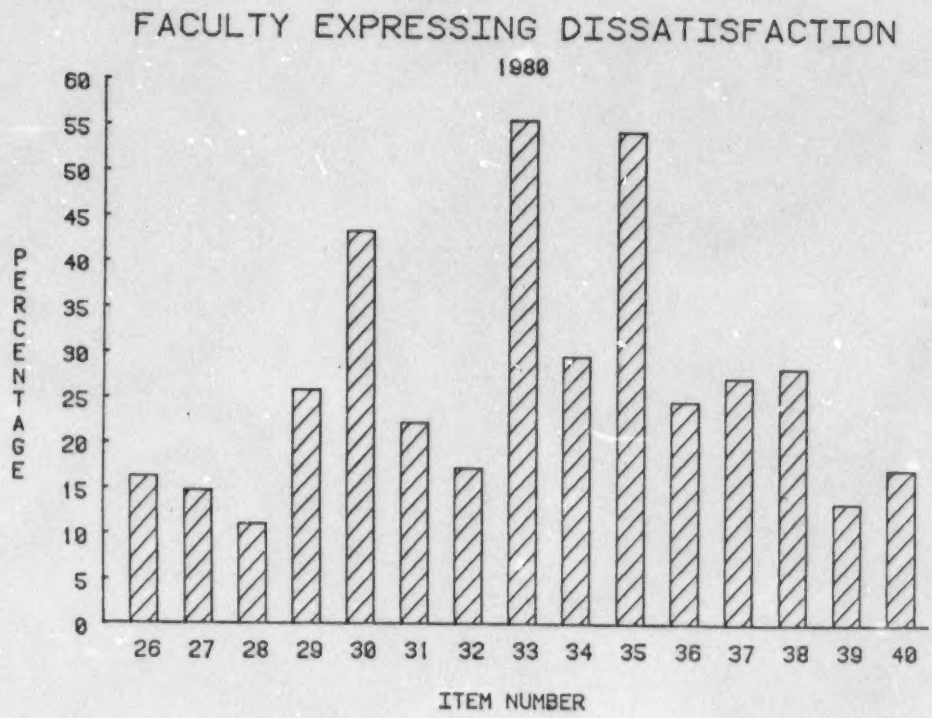
We also looked at the satisfaction data in a different way. The histograms illustrate the percentage of faculty actually expressing satisfaction or dissatisfaction with each item. This eliminated those who were neither satisfied nor dissatisfied.

The first histogram (#8) illustrates the percentages of faculty expressing satisfaction in 1980. You may note on item #28 that almost 90% indicated satisfaction with the kind of work they do. When we look at the percentages expressing dissatisfaction (#9), three items stand out: #30, opportunities for advancement, #33, institutional policies and practices, and #35, salary.

Transparency #8



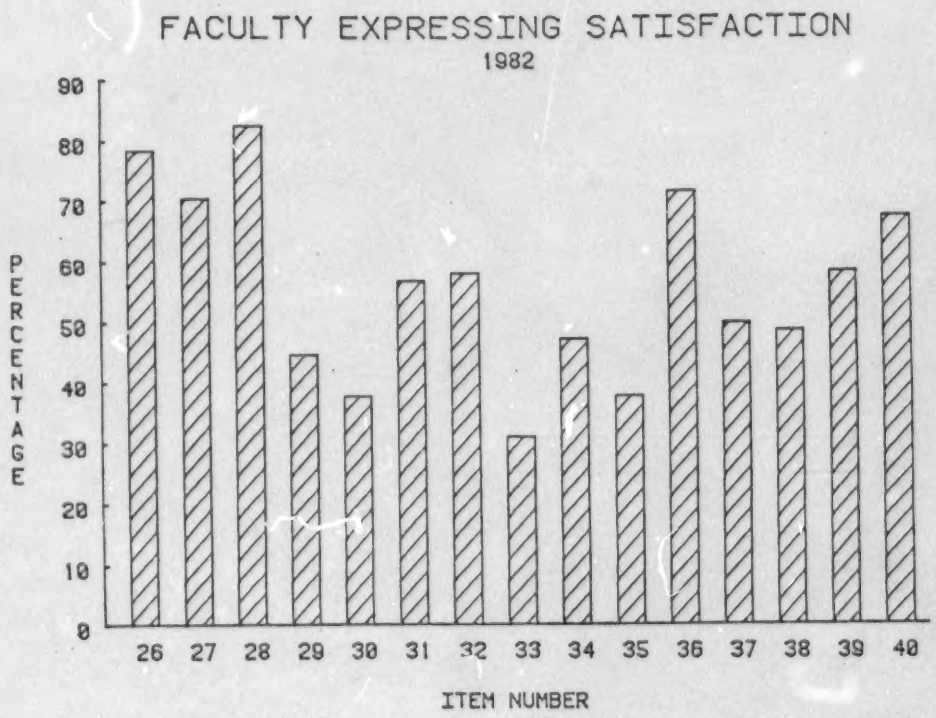
Transparency #9



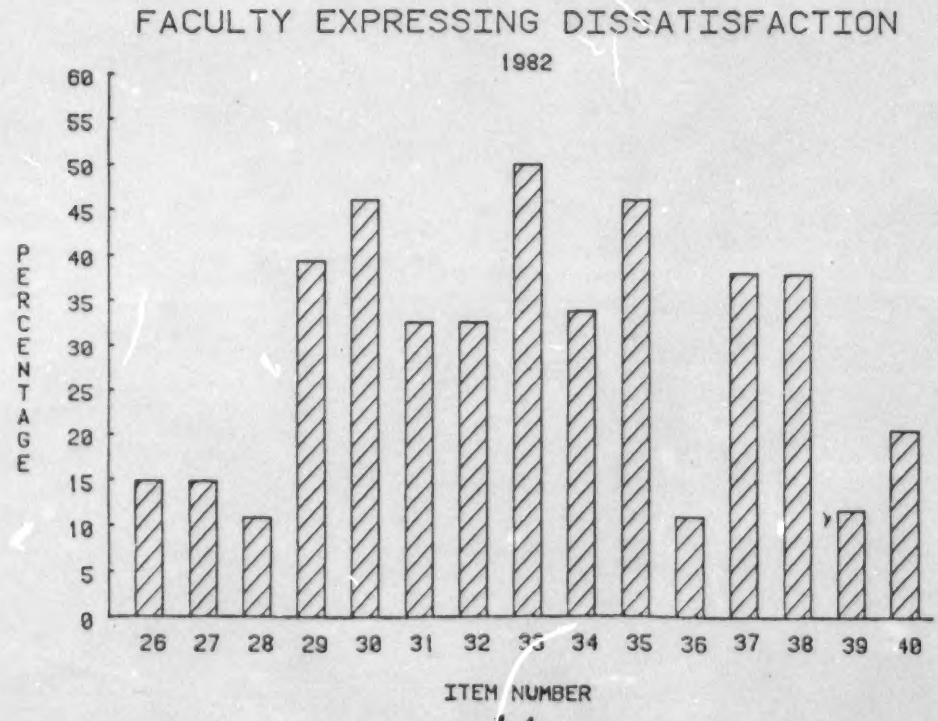
The 1982 histograms (#10 & 11) illustrate some differences when compared to the 1980 ones. We still see a large percentage satisfied with their work, but if we superimpose the graphs; we see a considerably smaller percentage expressing satisfaction with their work conditions, item #34.

When we look at the 1982 percentages expressing dissatisfaction, we no longer see the three big dissatisfiers we saw on the 1980 histogram. It almost looks as if we were so busy addressing #33 and #35, we let some of the others slide. We see less dissatisfaction with policies and salary but now we see greater percentages expressing

Transparency #10



Transparency #11



dissatisfaction with #29, recognition, #31 and 32, technical ability and interpersonal skills of the immediate administrator, and #37 and 38, opportunities for growth and status.

When the comments from the last two questions were compiled they provided a great deal of support for the validity of the two preceding sections. In response to the strengths of the institution, faculty repeatedly mentioned the open admissions policy and the variety of programs available. They also felt pretty good about themselves, perceiving a competent, dedicated faculty as one of the greatest strengths.

Responses to the question dealing with areas needing attention often pointed to problems in the administrative arena--especially communication problems. One respondent said, "I deplore the "we-they" attitudes and believe as a result, students suffer". This concern was expressed in many ways, but they all seemed to point to a basic human need to be treated with dignity and respect, to be recognized and rewarded for one's accomplishments, and to participate actively in the organization to which one has dedicated his/her career.

Organizational researchers such as Likert, McGregor, and Blake and Mouton have been telling us this for years, and the Japanese are currently proving it to us in the marketplace. Last week's issue of the Chronicle of Higher Education reported a recently completed study by Columbia

University's Institute of Higher Education. Their study involved 93 colleges over a 10 year period. They concluded that faculty morale was closely related to faculty involvement in planning and governance. They found institutions with serious financial problems thriving while academic programs at colleges with growing budgets were deteriorating. Administrative style and leadership were found to be the most significant factors.

As our well entrenched faculty grow older and wiser, or perhaps fat and sassy, vitality will be an increasing problem. We must all accept this challenge or I believe we will see our quality and productivity decline.

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